

- National Federation of State High School Associations
- National Association of Secondary School Principals
 - Association for Middle Level Education
- National Association of Elementary School Principals



BULLETIN



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CAS SELECTS 2012 NATIONAL DISTINGUISHED PRINCIPAL



DR. MIGUEL CARDONA

Principal, Hanover Elementary School

Congratulations to Dr. Miguel Cardona, principal of Meriden's Hanover Elementary School, who was named Connecticut's 2012 National Distinguished Principal. Described by Superintendent Dr. Mark Benigni as "an exceptional leader" who "brings out the best in his staff and students," Cardona is known for his insistence on high standards and his single-minded commitment to high levels of student learning.

Upon learning of his award, Cardona stated, "I would not have been eligible to receive this prestigious recognition had it not been for the supportive and student-driven environment

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DR. DENNIS CARRITHERS TO RETIRE FROM CAS

By Dr. Karissa Niehoff, Executive Director

It is with bittersweet sentiment that the CAS family announces the retirement of Dr. Dennis Carrithers. Dennis will be stepping out of his role as CAS Assistant Executive Director and Co-Director of the Principals' Center into a new role that he will be able to define! No doubt, central to this new role will be his beloved responsibilities as husband, father and grandfather. Of course, Dennis will always be a professional friend and colleague to us all.

An active member of CAS-CIAC since 1980, Dennis has been a respected, influential, and energetic leader. He served as chair of the Eligibility Committee, secretary of the CIAC Board of Control, and member of the High School Board of Control and the Legislation Committee. Dennis officially joined the CAS staff in October of 2002 as Director of Special Programs. In 2004, he was appointed to the position of Assistant Executive Director of High School Programs, and this past year served as Co-Director of the Principals' Center. Dennis has been the liaison to the High School Board of Control, the High School Professional Studies Committee, the High School



DR. DENNIS CARRITHERS

Program Committee, and the Assistant Principals Committee. As such, he has overseen the annual school secretary conference, the annual high school conference, the assistant principals conference and the Governor's Scholars program. Dennis has also been involved in grant-writing and has spearheaded the NEASC accreditation assistance program, which provides support and technical services to

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FRAN KENNEDY TO ASSUME CAS PRESIDENCY



Francis Kennedy, Principal
Berlin High School

On July 1st, Fran Kennedy, principal of Berlin High School, will take office as the next president of the Connecticut Association of Schools. "I feel both honored and humbled to have been elected as the 35th president of CAS, following a long line of distinguished colleagues who have held this office before me," said Fran upon his appointment at the annual meeting. "It is a privilege to serve our fine association in this role, along side so many excellent member principals and assistant principals and the talented and hard-working CAS staff. Together, I am certain that we will continue to have a voice in and an impact on the substantial changes that we face in our noble profession on the state and national levels at this time. I look forward to the exciting term that lies ahead, and I am grateful to the membership for this extraordinary opportunity to serve CAS and its member schools in new ways."

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LEGAL MAILBAG

By Attorney Thomas B. Mooney, Neag School of Education, University of Connecticut



Editor's Note: *Legal Mailbag is a regular feature in the CAS BULLETIN. We invite readers to submit short, law-related questions of practical concern to school administrators. Each month we will select questions and publish answers. While these answers cannot be considered formal legal advice, they may be of help to you and your colleagues. We may edit your questions, and we will not identify the authors. Please submit your questions to: <legalmailbag@casciac>*

Q. DEAR MAILBAG: Now that the hoopla has died down over the education reform efforts, I am trying to figure out just what happened. I have two teachers who have been going through the motions for over two years, but it has been hard for my less-than-courageous assistant principal to say that these teachers are incompetent. I am therefore delighted to hear that now we can fire teachers for being "ineffective." That actually sounds pretty easy. Can we start termination proceedings now so that we can hire some good teachers for the fall?

- Hot to Trot

A. DEAR HOT: Not so fast. Depending on your documentation, you may be able to bring termination proceedings now, but you will have to operate under the old rules. To be sure, the new "ineffectiveness" standard holds great promise for helping administrators assure that only effective teachers retain their employment. However, a finding of "ineffectiveness" must be made in accordance with the new teacher evaluation plan that school districts are required to adopt. Once such a determination is made, a significant advantage under the new law is that administrators will not have to go through every classroom observation and evaluation to prove incompetence. Rather, the hearing is limited to whether the finding of ineffectiveness was made in accordance with the teacher evaluation plan, whether that finding was made in good faith and whether it is reasonable in light of the evidence presented. Moreover, when ineffectiveness is the basis for the termination recommendation, the hearing is not to exceed twelve hours of testimony (subject to extension for good cause shown). Thus, we expect that these changes will simplify the process of terminating teachers who are incompetent or ineffective. However, before that can happen, the teacher must be evaluated in accordance with the new evaluation guidelines that the state department of education must issue by July 1.

Q. DEAR MAILBAG: I get it. So I have to use the new guidelines. Can I start evaluating teachers next year under the new guidelines? I figure that I can paper the file with bad evaluations during the fall and move to terminate by the spring. I am really eager to get rid of these bad apples. How does that sound?

- Ready to Roll

A. DEAR READY: Not so fast. There are two problems with your approach. First, the whole point of teacher evaluation and support is to help teachers improve, not to fire them except as a last resort. As mentioned above, under the new law, teachers will have the right to raise the issue of good faith, and if you are prematurely talking about termination, a teacher can legitimately ask whether you were acting in good faith. Second, the new guidelines are not ready. The CT State Department of Education is required to issue its guidelines by July 1 of this year. But then the guidelines must be piloted during the 2012-2013 school year. Moreover, the Neag School of Education must do a study of the pilot and report back to the CT State Board of Education prior to January 1, 2014, after which the state board of education may validate the guidelines. While the statute leaves some uncertainties, it appears that local boards of education may first implement new evaluation plans based on these new guidelines in 2014-2015 after they have been validated.

A. DEAR MAILBAG: At our school, our motto is "trust but verify." Accordingly, we have time clocks for our custodians, and we thought that we could just rely on them. But our supervisor of maintenance was quite surprised to see a custodian from our school at the mall at 8:30 p.m. in the middle of his shift. We called him in for a talk, as you might imagine, and he promptly confessed that he takes off sometimes and then lets himself back into the building to "sign out" at the end of his shift. Our HR person is thinking written reprimand, but I think we should take a strong stand here. Can we fire this guy?

- Zero Tolerance

Q. DEAR ZERO: Your HR person needs to grow a spine. The custodian cheated the district and was asking to be paid for time he didn't work. Falsification of time records is extremely serious and can well be the basis for termination of employment. Indeed, when people claim a benefit from a public entity to which they know they are not entitled, they commit the crime of defrauding a public community, a felony. It is hard to imagine mitigating circumstances here, and in the interest of the school community you and your superintendent may need to go ahead and terminate the custodian's employment.

ct news & notes

■ Early this month, Governor Dannel P. Malloy announced the ten applicants that were chosen to pilot the new system of teacher and principal evaluation and support that was adopted as part of education reform legislation. Public Act 12-116 (a/k/a S.B. 458), *An Act Concerning Education Reform*, requires annual performance evaluations of principals, administrators, and teachers, based upon a new standard of "effective practice" and a consensus framework developed by the state's Performance Evaluation Advisory Council (PEAC). Selected districts will pilot the new evaluation system during the 2012-2013 school year with statewide implementation scheduled for the 2013-2014 school year. Thirty-six districts and consortia of districts applied to participate in the pilot program. The ten selected, which represent a broad cross section of demographics and other key factors, including geography, size, student academic performance, and socio-economic and ethnic diversity, are:

- Bethany, Orange, and Woodbridge
- Branford
- Bridgeport
- Capitol Region Education Council
- Columbia, Eastford, Franklin & Sterling
- Litchfield and Region 6
- Norwalk
- Waterford
- Windham
- Windsor

■ Donald Macrino, principal of Waterford High School and secretary-treasurer of CAS, has been named to the newly created Red Tape Review and Removal Task Force. Macrino is one of ten stakeholders who were appointed by Governor Malloy in mid-June to study how the state can remove bureaucratic barriers to academic excellence. Other task force members include:

- Michael Tetreau -First Selectman, Fairfield
- Freeman Burr -Superintendent, Shelton
- Ronald Goldstein -Chair, Board of Education, Colchester
- David Scata -Director of Special Education & Pupil Services, East Haddam
- Charles Zettergren -Director of Finance and Operations, Rocky Hill Public Schools
- Danuta Thibodeau, Ph.D. -Executive Director, Education Connection
- Sharron Solomon McCarthy -Teacher, New Haven Public Schools
- Tasia Kimball -Teacher, Amity Regional School District

national news & notes

■ The U.S. Bureau of Labor Statistics' 2011 Population Survey indicates that men make up 18.3% of elementary and middle school teachers and 2.3% of preschool and kindergarten instructors, down from 2007 pre-recession proportions of 19.1% for grades 1 to 8, and 2.7% for preschool and kindergarten. High school educators are more evenly divided: in 2011, 42% were men, down from 43.1% in 2007. Some speculate that the diminishing status of teachers generally, coupled with continuing sexism against men working with children, may be discouraging men from entering the field.

■ A preliminary ruling from the Los Angeles superior court supports charges that the Los Angeles Unified School District (LAUSD) is violating the law by not using student performance to review teachers. This ruling could potentially transform California teacher evaluations by forcing evaluations to be based on performance records like standardized test scores. Earlier this month, County Superior Court Judge James C. Chalfant ordered LAUSD to use students' academic achievement in reviewing its instructors. Judge Chalfant upheld the contentions made by a group of parents that the district had violated a 40-year-old state law, the Stull Act, requiring that teacher evaluations include measures of how well pupils are learning what the state and district expects them to know each year. The law was amended in 1999 to specifically require the use of state standardized test scores as one measure.

■ To identify the nation's wealthiest school districts, MSNBC's 24/7 Wall St. analyzed census data for each of the more than 10,000 school districts across the United States. In the 10 richest districts, median incomes ranged from \$176,000 to \$238,000. By comparison, the national median household income was \$52,000. Annual median incomes in the poorest districts ranged from \$16,607 to \$18,980, well below the national poverty line (\$22,314) for a household of four. In San Perlita Independent School District in Texas, 30% of residents earned less than \$10,000 each year. According to the National Center of Education Statistics, the wealthiest districts spend far more per pupil than the national average. The Edgemont, New York district spends more than \$25,000 per student

annually. In contrast, Barbourville, Kentucky spends less than one-third that amount. All of the richest districts made the 2012 U.S. News & World Report Best High Schools list, except for Bronxville, which ranked fourth in Newsweek's Top 20 High Schools in the Northeast. In the richest districts, up to 90% of the district budget is from residents' taxes. By comparison, as little as 6% of school revenue is generated by local taxes in the poorest districts, with state and federal funding making up the difference.

■ As part of the RESPECT Project (Recognizing Educational Success, Professional Excellence and Collaborative Teaching), sixteen classroom teachers working for the U.S. Department of Education as Teacher Ambassador Fellows have held over 200 meetings with colleagues across the country to shape a proposed \$5 billion competitive program to strengthen and elevate the profession. Ambassadors reported that educators felt inadequately prepared by teacher colleges for the classroom, would have welcomed mentoring and feedback in their early years, and said effective principals and engaged parents were essential to student learning. They support accountability, but say current tests stifle teacher creativity and student engagement. They want evaluations based on multiple measures -- student growth, classroom observation, and feedback from peers and parents -- and don't want evaluations overly reliant on bubble tests. What teachers say they desire more than anything is time -- to collaborate, plan lessons, improve their practice, and work one-on-one or in small groups with students.

■ A study by a University of Texas sociologist shows that high school math teachers perceive their white, female students to be less adept at the subject even when the girls' test scores and grades are comparable to those of white males. Analyzing nationally representative data from the U.S. Department of Education of 15,000 high school students and their teachers, Catherine Riegle-Crumb, who conducted the study, said one of the surprises of the research was that the bias against white girls was not affected by the teacher's gender. "We had almost as many male math teachers as female," Riegle-Crumb said. "We had about 45-47 percent male teach-

ers. We thought maybe female teachers were more likely to buy into the stereotype because they're women themselves, or men were more likely to embrace it because it favors them. We found no difference." The data looked at girls of all races, but Riegle-Crumb's work was the first to reveal a significant perception bias for white girls. "Our results indicated that white girls are about 40 percent less likely than white boys to be perceived by teachers as being in a math class that is 'too easy' for them," Riegle-Crumb said. "Additionally, white girls are about 33 percent more likely than white boys to be perceived as being in too difficult of a class." (Source: *American-Statesman*, 4/9/12, By Patrick Beach)

■ According to a report issued last month by the Institute of Medicine, schools should become a major focal point for preventing the spread of obesity in the United States. Since children and teens spend an abundance of their waking hours in school or on school grounds, the report suggests that this "puts schools in a unique position to support students in getting optimum physical activity, eating healthily, and achieving and maintaining a healthy weight." The institute suggests that all students should have opportunities to get 60 minutes of physical activity on a daily basis while at school, which aligns with the physical activity recommendation from the American Academy of Pediatrics. Outside of traditional physical education classes, the report suggests giving students in-class physical activity breaks, ensuring recesses remain high-activity, and creating safe pathways for students to walk to school. Currently, only 4 percent of elementary schools, 8 percent of middle schools, and 2 percent of high schools provide daily physical education, according to the report. Beyond the physical-activity-in-school suggestion, the institute also recommends that schools leave their playground equipment open and accessible to students outside of school hours, and that K-12 students receive at least 20 hours of lessons about food and nutrition each school year. On average, students only receive about 4-6 hours of nutrition education as of now, according to the report, *Accelerating Progress in Obesity Prevention: Solving the Weight of the Nation* (available at http://books.nap.edu/openbook.php?record_id=13275&page=1)

Dennis, continued from page 1

member schools undergoing the accreditation. In recent years, Dennis guided the legislative committee, helping to share the perspectives and opinions of school leaders with the state legislature.

Prior to joining the CAS staff, Dennis enjoyed a 32-year career as an educator, school administrator, and enthusiastic learner. He earned a bachelor of arts degree from Hamilton College, an M.A.T. from Yale University and a Ph.D. from the University of Connecticut. Dennis began his distinguished career in education in West Hartford where he worked as an English teacher, department chair, and assistant principal. He served as principal at Simsbury H.S. from 1987 to 2002.

Throughout his 44 years as a professional in education, Dennis encouraged and inspired people at every level- students, teachers, administrative aspirants, and colleagues. Always thinking, reading, and inviting conversation, Dennis was, and continues to be, a master at facilitating the process of developing a vision and then bringing it to life, putting theory into action. He is the consummate professional, epitomizing the many qualities essential for school leaders, and is the most gracious gentleman. We will certainly miss his regular presence in the building and his influence in many CAS initiatives, but we know that Dennis will be just a phone call, email, text, or tweet away!

Please join the CAS staff in wishing him a wonderful retirement!

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A dedicated member of CAS-CIAC since 1996, Fran became active in the association when he joined the then High School Professional Studies Committee. Since that time, he has served in a myriad of roles and made broad and far-reaching contributions which have advanced the association's work in a number of critical areas. His current membership on six committees and boards coupled with his work as a UCAPP mentor reflect his prodigious personal and professional investment in the association.

"The association is in excellent hands," said Executive Director Karissa Niehoff. "Fran's long and rich history with CAS-CIAC has bred a deep understanding of its inter-workings, a keen awareness of its mission and purpose, and an abiding respect for the importance of its work."

"The association is in excellent hands."
- Dr. Karissa Niehoff

Fran earned a bachelor's degree from Southern Connecticut State University, a master's degree from Central Connecticut State University, and an administrative certificate from the University of Connecticut. He began his professional career in 1983 in Regional School District 15 where he worked as a library media technician and specialist. In 1987, he traveled abroad for the first of two stints as a department chair in the schools of Guam. In 1993, he returned to the states permanently to serve as library media specialist at Stafford High School. The following year he was appointed assistant principal and, two years later, principal. Fran led Stafford High School for fifteen years before assuming the position of principal of Berlin High School last fall.

"BIG SIX" REACT TO S.B. 458

By Dr. Karissa Niehoff, Executive Director



Executive Director Karissa Niehoff with Governor Dannel Malloy. Dr. Niehoff was present at the signing of S.B. 458 on May 15th.

Throughout the past year, CAS has participated in a unique professional alliance with five colleague associations, the Connecticut Association of Public School Superintendents (CAPSS), Connecticut Association of Boards of Education (CABE), Connecticut Business and Industry Association (CBIA), Connecticut Council for Education Reform (CCER), and Connecticut Coalition for Achievement Now (ConnCAN). Recognizing that the legislative session would focus largely on educational reform, our six associations, casually dubbed "The Big Six" by media representatives, decided to work together when appropriate to present a stronger voice from the perspective of educational leaders. We came together in February for the first time to form a common position on important educational challenges facing our state. Our efforts proved to be successful as we were able to influence the language in the new education reform law, S.B. 458, in many ways. Key to our efforts has been the feedback we received from you- our member principals. On many occasions, CAS invited your input and ideas, even your participation in focus groups. Your response was outstanding! Your ideas informed the commissioner's thinking, guided the work of the PEAC group, and helped legislators to better understand the challenges facing educators and school leaders. CAS will continue to invite your participation in significant legislative and educational initiatives and will always welcome your feedback.

We are hopeful that our collaborative efforts at the association level will continue to impact educational reform. Following the passage of the governor's reform bill, our alliance issued a joint statement outlining what has been accomplished through S.B. 458 and what remains to be done in critical areas. The full text of the position statement can be viewed at www.casciac.org/pdfs/SB458_Joint_Statement.pdf.

CAS IMPLEMENTATION CALENDAR OF SCHOOL REFORM INITIATIVES

By Janet Garagliano, Assistant Executive Director
and Dr. Everett Lyons, CT Principals' Center Co-Director

With all the conversations about educational reform that have transpired over the past several years, it is easy to lose track of what is currently in state statute and the dates for implementation. To help school leaders focus on the change agenda, CAS has prepared the following calendar for school reform. Our calendar highlights the required actions under Senate Bill 458, the "Connecticut Plan" secondary reform agenda under Senate Bill 438, the CSDE work on the Common Core State Standards and the Elementary and Secondary Act Flexibility Waiver request. We hope you will find this compilation useful in your future planning.

2012 -

- All levels: Formative and interim assessment items by SBAC are developed during SY 2012-2013. (D)
- All levels: Districts continue development of CCSS-based curricula for selected courses and levels. (D)
- K-5: State statute mandating 20 minutes of physical activity each regular school day takes effect this fall. (B)
- 6-12: District strategies for the implementation of Student Success Plans must be ready by July 1, 2012. (A)
- 9-12: CSDE begins development of end-of-course examinations. (A)

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(A) Senate Bill 438
(B) Senate Bill 458
(C) Information from Smarter Balanced Assessment Consortium Materials
(D) Common Core Materials received from CT State Department of Education
(E) ESEA Flexibility Waiver

2013 -

- All levels: Current 90 CEU requirement ends on July 1; although, all educators at each certification level must continue with professional development. While most specific professional development requirements are eliminated, administrators are required to continue with the 15 hours of professional development re: teacher evaluation every 5 years. (B)
- All levels: New educator evaluation process to be fully implemented in state schools as of the start of the school year. Teachers must be orientated and evaluators trained prior to implementation. (B)
- 6-12: Student Success Plans in place for all students by July 1, 2013. (A)

2014 -

- All levels: Last administration of CMT or CAPT state assessment.
- All levels: Pilot administration of SBAC state assessments. (C) (D)
- All levels: Completion by districts of CCSS-based curricula for all courses and levels. (D)
- K-3: Teachers and administrators working with K-3 students must begin to sit for state-approved reading practices assessment as of July 1. (B)
- 9-12: Entering grade nine students are impacted by new state graduation standards. (A)
- 9-12: CSDE completes development and approval of end-of-courses for high school. (A)

2015 -

- All levels: First statewide administration of SBAC assessments in last twelve weeks of school year. (C) (D)

CAS SUPPORT

As the leading state organization supporting effective school leadership, the Connecticut Association of Schools is in the process of developing workshops and training sessions around the needs of school administrators. Several CAS-sponsored workshops are scheduled for next year:

- ❑ *Future Leaders Academy*: A four-session program designed to develop teacher leaders and encourage administrative aspirants. The series includes work on teacher evaluation.
- ❑ *New Leaders Academy*: A six-session program designed to support new administrators at any level. Common Core and instruction as well as evaluation of teachers will be some of the topics discussed.
- ❑ *Teacher Evaluation*: A five-session program offering geared specifically to the new teacher evaluation structure.
- ❑ *Implementing Student Success Plans*: A series of regional workshops designed to showcase successful practices and identify ongoing challenges.

A PRINCIPAL'S MESSAGE:

Lessons from Superheroes

By Dan Sullivan, Principal
South Windsor High School

Six years ago, my wife and I watched the most recent version of *Superman* with our kids on New Year's Day. The boys loved the movie and a new tradition was born. Since that day, we've watched *The Dark Knight*, *Spiderman*, *Iron Man*, *Thor* and *Captain America*. So you can only imagine the excitement building around the release of *The Avengers*, and the new *Spiderman* and *Batman* movies this summer.

While I definitely enjoy the movies and the kids' enthusiasm, I started to reflect on the broad appeal of these characters over time. Think about the evolution of Superman and Batman - the comic books, television shows of the 1960's and the various movie adaptations that have occurred. The stories change; the costumes and cars evolve to reflect the times, but the premise remains the same. Good versus evil. Yet, the draw is the character more than the story.

Most every superhero has a back story and that is what we connect to. The early stories show us how these seemingly ordinary folks become super; how they develop their unique abilities, accept their circumstances and make the most of their gifts; how they confront their weaknesses, personal demons etc... And in the end, who doesn't root for a nerdy Clark Kent to date Lois Lane? Or a lonely Bruce Wayne to avenge his parents' deaths? A wimpy Steve Rogers to become a super soldier in *Captain America*? At the same time, many of our superheroes struggle to fit in to regular society. They are keeping secrets; and they are not like everyone else.

While it is unlikely that any of our students are Clint Barton or Peter Parker, we should remember that many of them have a lot going on in their lives. They may be struggling with who they really are. Their unique talents might be less popular than others. They may be battling personal demons and their parents may be out of the picture.

As educators, let's help our students become super. Encourage them to develop their unique abilities, accept their circumstances and make the most of their gifts.

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that Meriden provides. The professionals here understand the importance of supporting one another and aim to focus their energies on what is best for children."

Principal of Hanover since 2003, Cardona has coupled passion and courage with purpose and direction to build a vibrant, nurturing, child-oriented community where student achievement is abounding; teachers are challenged and supported; and parents are fully engaged in the life of the school.

Leading an urban school where 52% of students receive free or reduced-price lunch and 45% are minorities, Cardona has succeeded in boosting the academic achievement of a diverse and challenging student body while at the same time enhancing the social and cultural climate of the school.

Visitors to Hanover are immediately struck by the warm, open and caring environment that Cardona has fostered there. Remarks Associate Superintendent Robert Angeli, "The high academic and behavioral standards at Hanover School are nestled in a welcoming and nurturing school climate focused on the social and emotional growth of the students."

Cardona is viewed by staff and colleagues as a gifted administrator who is able to balance a strong professional focus with a warm personality. He is both a leader and a listener; he supports yet challenges. Says Susan Perrone, supervisor of Language Arts K-5, "Hanover is successful not only because Dr. Cardona expects excellence, but also because he is a principal who consistently demonstrates hard work, admirable character, diligence, empathy and drive." First grade teacher Pamela Dominello praises Cardona's collaborative and supportive leadership style. "Miguel instills in us the belief that we are all responsible for student success. He motivates us through his example and by providing us with the support and resources that we need to be effective, caring educators."

Cardona has been the driving force behind a number of new programs that have helped to improve student learning at Hanover. Some of his most successful initiatives include the "Million Word Club," a literacy initiative which rewards students who read one million words with a monthly non-cafeteria lunch with the principal; "Leaders' Literacy Day" which welcomes local lead-



Photo by: Sarah Nathan, Meriden Record-Journal

Dr. Cardona enjoys lunch in the cafeteria with some of his students.

ers into classrooms to read books and discuss their role in the community; and "Success Time," which allocates 30-minute learning slots during which teachers provide individualized literacy instruction for students.

One of Cardona's greatest successes has been his ability to dramatically increase parental support for and involvement in school programs. Each school year begins with a "First Day Celebration." Dr. Cardona greets parents and students on the school lawn and personally escorts them into the building to meet teachers and visit classrooms. Thanks to his directed efforts to make parents feel like valued and vital members of the school community, Hanover has achieved 100% parent participation in student conferences for the past five years. Says Hanover parent Dr. Kristina Talbert-Slagle, "Dr. Cardona emphasizes that student learning involves not only the school, but also the parents and the community, and that our involvement in our children's learning is always welcome. He is a committed, passionate educator, principal and child advocate, actively engaged in promoting student achievement and fostering connections between home and school."

The students and staff at Hanover are not the only beneficiaries of Cardona's skill and dedication. He has been a prominent leader within the larger Meriden school community, serving on the district Teacher Evaluation and Professional Development Committee, English Language Learner Impact Committee, and Early Release Day

Subcommittee and co-chairing the Attendance Committee. He also co-founded the Meriden Coalition for Educational Excellence, a two-year-old pro-education advocacy group which has united community members in support of education funding for the Meriden schools.

Cardona earned his bachelor's degree from Central CT State University and his master's degree, sixth-year certificate and doctorate degree from the University of Connecticut. An educator for the past fourteen years, he began his career in 1998 as an interim fifth grade teacher for the Hartford Public Schools. Later that year, he joined the teaching staff at Israel Putnam School in Meriden where he worked for three years before being appointed instructional associate at Hanover. After two successful years in that role, he was promoted to principal of Hanover, the position he now holds.

Cardona will be honored locally by CAS at the "Celebration of Distinguished Administrators" to be held in the fall. In October, he will travel to Washington, D.C. to participate in a two-day national recognition event along with National Distinguished Principals from each of the other forty-nine states, the District of Columbia and the Virgin Islands.

BULLETIN TRANSITIONS TO TRI-ANNUAL PUBLICATION

In keeping with the trend toward increased reliance on digital communications, CAS will be reducing the number of BULLETINS printed each year. Beginning with the 2012-2013 school year, CAS will no longer publish a monthly newsletter but will, instead, produce three printed editions per year - one per sports season. CAS will, however, continue to deliver timely news and announcements to its members via electronic communications and our soon-to-be redesigned website. The reasons for the transition away from printed media are many. The most obvious are the significant reduction of costs and the desire to "go green," but the most important is the immediacy of information transmission.

CAS RECOGNITION OF EXCELLENCE BANQUET SET FOR NOVEMBER 27TH

The CAS Recognition of Excellence in Education Celebration will be held on November 27, 2012 at the Aqua Turf Club in Southington. Originally celebrated as the Elementary Program Recognition, celebrating teachers and staff for their excellence in education and outstanding programs, this new event will recognize excellence in all schools, K-12. The CAS Recognition of Excellence in Education celebration will also honor the Middle Level and Elementary Level Schools of the Year, the William Chieslowski First Year Principals, and the CAS Exemplary Educators for the 2012-2013 school year. Schools are encouraged to recognize teachers and staff for their excellence in education and outstanding programs. This important evening will publicly acknowledge exemplary programs and dedicated staff that have brought about significant school improvement, promoted school success or have had a positive impact in their school. Please save this date and plan to attend with your staff. Information will be sent to all CAS schools in the coming months.

The format for this event will be a two-hour reception with appetizers, music, cash bar and an award ceremony. For further information, contact Regina Birdsell at rbirdsell@casciac.org.

CAS Seeks Applications for the . . . William Cieslukowski Outstanding First-Year Principal Awards, 2012-2013

The *William Cieslukowski Outstanding First-Year Principal Award* recognizes a first-year school principal who has had a positive impact on his/her school and/or district. Nominees for this award must have demonstrated exemplary instructional and organizational leadership, a willingness to take risks, and the ability to overcome adversity. This award is offered at the elementary, middle and high school levels. Nominations may be made by superintendents, teachers, or colleague principals.

Applications may be obtained on-line at <http://casciac.org/go?494>. The deadline for submitting applications for the William Cieslukowski Outstanding First-Year Principal Award is **September 14, 2012**. For further information, please contact Regina Birdsell at rbirdsell@casciac.org.

NOMINATIONS ARE OPEN FOR THE CAS ELEMENTARY SCHOOL OF THE YEAR AWARD

You are invited to nominate an outstanding elementary school for the **2012-2013 CAS Elementary School of the Year Award**. Nominations may be made by any present or former member of the school staff or by district central office personnel. The purpose of this award is to give recognition to a CAS member elementary school for its implementation of exemplary programs that meet the individual needs of its students. For an application, visit www.casciac.org/pdfs/elem_soy_app.pdf.

Deadline for submission of nominations is August 20, 2012. Applications will be reviewed in September, 2012.

At the Connecticut Association of National Honor Societies' annual conference on May 21st at the Rocky Hill Marriott, keynote speaker Logan West, senior at the Greater Hartford Academy of the Arts, told a compelling story of being bullied as a young girl. She recounted how she overcame the emotional trauma as well as the attendant peer relationship issues. Logan, a former Miss Connecticut Teen, challenged the audience to take positive actions in their school communities to eradicate mean-spirited behaviors.



SAVE THE DATE!

1ST ANNUAL HEALTH & WELLNESS SUMMIT

Positive approaches to improving the social, emotional, and physical development of students

SEPTEMBER 27, 2012

CoCo Key Hotel & Convention Center,

This conference is designed for school teams - grades 6 through 12 - composed of faculty and students. Online registration will be open in early July! Visit www.casciac.org/register.

Sponsored by The Connecticut Association of Schools & The Connecticut State Department of Education



FIVE SCHOOLS RECEIVE FLANAGAN MEMORIAL GRANTS

By Stephanie Ford, Director of Marketing

In a ceremony held at the Connecticut Association of Schools on Friday, May 18th, five schools were presented with the 2012 Thomas R. Flanagan Student Activities Memorial Grant Awards. This prestigious award is named after the late Thomas Flanagan, former long-time principal of Waterford High School, who was also an integral member of the CAS Student Activities Board. These awards are granted annually to deserving schools for their outstanding work in student activities.

This year, with the generous support of EMPOWER Leadership Sports and Adventure Center in Middletown, five schools were the recipients of this award as well as a grant for \$800 to put toward their student activities program. Joe DeRing, CEO of Empower, who was in attendance for the ceremony stated, "These programs epitomize the Empower mission of positively impacting individuals, fostering team work, and promoting leadership throughout our communities, and that is why we are honored to partner with CAS in presenting these wonderful students and staff with this prestigious award."

The following schools were the recipients of this year's Flanagan Student Activities Memorial Grant Awards.

★ John Lyman Elementary School, Middlefield - *Go Far*

Go Far is a non-competitive fitness and wellness program open to every child from 1st to 4th grade. During recess, students run or walk laps and the mileage is recorded by a mentoring adult. Small prizes are awarded for every mile and a t-shirt is given to the student for every 26.2 miles to celebrate their completion of a marathon. Positive peer and community recognition are given to the students throughout their journey, including recognition at Lyman's weekly school-wide assembly. Currently 92% of the student body at John Lyman participates in this program.

★ Henry James Memorial School, Simsbury - *HJMS Leadership Academy*

The HJMS Leadership Academy is an after school program that meets bi-monthly. This program, which currently has 90 seventh grade students participating, promotes leadership opportunities at the school, facilitates the growth and development of leadership skills in students, and provides them with the tools to help further enhance the overall culture and climate of the school.

★ Mansfield Middle School, Storrs - *Books on Buses*

This summer program focuses on increasing access to quality reading materials. Facilitated by the school library staff, a school bus is filled with books and driven around town for seven weeks during the summer. Students and their families can check out library books from the bus on a weekly basis. In a community with limited transportation options, this program proactively promotes summer reading and provides supportive connections to school libraries during the summer months.

★ William Hall High School, West Hartford - *Do Something Week*

Dr. Martin Luther King once said, "Life's most persistent and urgent question is - what are you doing for others?" Hall

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CAS hosted BandJam East on Friday, May 4th at Norwich Free Academy. The winning band, *I Was Left On A Mountain* (above), received a grand prize that included an appearance at the International Festival of Arts and Ideas on the New Haven Green Elm Street Stage and a gift card from Sam Ash Music Stores. The second place finisher was *Dino and the No Names* (below).



A PRINCIPAL'S THOUGHTS ON THE GOVERNOR'S EDUCATION REFORM BILL

By James Quinn, Principal, Thomas Hooker Elementary School

EDITOR'S NOTE: Last fall, Thomas Hooker Elementary School in Meriden, was one of two schools to receive the "CAS Elementary School of the Year Award." Its principal, James Quinn, an alumnus of Central Connecticut State University, was honored by CCSU at a networking reception on March 27th. He and eight other award-winning alumni were recognized that day and were asked to comment on the Governor's then proposed education reform bill. Jim's articulate and thoughtful remarks are printed here.

"Thank you for having me here today. I am honored to be recognized by you and to be in the company of such a distinguished group of educators. I want to thank the people I work with. They are an outstanding staff who are tireless in their efforts to bring the absolute best to our students every day. Thanks also to my family and the people who supported me on my journey to this point. It has been a wonderful journey and the blessings have been far beyond anything I could have ever planned myself. I don't see my glass as half empty and I don't see it as half full. My cup runneth over. So again thank you.

I have spent most of my professional career listening to various proposals for education reform. Our schools require much more than reform. They require reinvention. It was technical reforms that guided the evolution of the manual typewriter to become the IBM Selectric. It was adaptive reinvention that made the enormous leap from IBM Selectric to the word processors that we all use now.

Likewise, it was technical reforms that allowed our schools to evolve into institutions that prepared some for a workforce that was largely dependent on manufacturing jobs and some to go on to college. The national landscape was very different 20, 30 and 40 years ago. Our schools don't need technical reform, they need adaptive reinvention to meet the needs of learners for the next century. This is a quantum leap.

We also need more time than a short legislative session will allow to be able to do this well. I appreciate the governor's sense of urgency regarding our schools. I think we all have common concerns. But we have lived with the effects of *No Child Left Behind* since 2001 and I do not think it is wise to rush into a quick fix.

The answer to true school reinvention lies not in the general assembly or the voting booth but

in the classrooms. It requires a deep, determined and exhaustive examination of what we are currently doing right and what we believe our children will need to be successful as 21st century learners. Part of the challenge is that we have to make predictions about the future yet none of us has a crystal ball. It's like building the plane while flying it.

So here's what I'm thinking: I'm not a legislator and I'm not a politician. I don't understand that process very well and while I'm active in the process and share my thoughts, I make sure that those whom I believe can do that job well have my full support.

In the meantime, I do what I can at the ground level. I want to be where the rubber meets the road. I want to be in school buildings and classrooms.

I want to see Celine share what she's learning in order to help Zak in Mrs. Crusberg's kindergarten class.

I want to hear Stephanie peer edit Miguel's paper in Mrs. Hayes's second grade class.

I want to support Mrs. Maguder and Miss Borelli as they work with Lilian's family to connect them with community resources because we think they may be homeless and they don't know where to turn for help.

I want to watch Emma think, pair and share with Grace about different ways to solve a math word problem in Mrs. Mala's fourth grade class.

I want to work with the kindergarten team to create a pilot for a full day kindergarten for students in our bilingual education program - arguably the neediest students in the city.

I want to watch expert teachers in grade three where they are working hard to get their children reading at a level that will allow them to be successful on the DRA and the CMTs.

I want to be a member of the first grade data team that functions so effectively I would put them up against any team anywhere as a model of exemplary practice.

I want to be in the fifth grade classrooms where the teachers are able to give individualized attention to each of the 29 students in their rooms every day.

I want to be in my colleagues' schools working



Principal Jim Quinn speaks on education reform at CCSU.

with them on how to get students in our bilingual education program to acquire English more effectively.

And I want to be a first grade student at Success Time when 99 students move rooms and 13 staff members provide intervention and enrichment support to those 99 students; I challenge you to tell me who are the certified teachers and who are the paraprofessionals; who are reading teachers and who is the special ed teacher. You cannot distinguish and you know why? Because they share the ownership of the children to such a great degree that they generate synergies that allow them to create something that is far greater than the sum of its parts. And you know what I need from people for that? **I need heart and dedication and passion and commitment. I need teachers who understand that education may be the only way out for our kids. You cannot legislate that.**

So, whatever bill gets passed, I will still get up every day and go to work and do what I know is right for children. Because every day I taught and every day I go to work as a principal, I know that what I do today may be the only opportunity some of my students may ever have to get what it is they need. I take that responsibility very seriously and I treat the public trust as a privilege. I will not squander it.

I will make the best of whatever hand I am dealt; we'll make lemonade if we're given lemons; and I will champion tirelessly for public education. Because the future of the children depends on it. Thank you again for this recognition. It's truly a privilege to be here."

CAS 60th ANNUAL MEETING DRAWS SMALL BUT STALWART GROUP

On May 10th, member school principals and assistant principals gathered at the CAS Central Office for the association's 60th annual meeting. The administrators in attendance — our most loyal and active members — elected a new slate of officers and approved a modest budget which included no dues increases. The CIAC membership adopted three changes to the CIAC Bylaws with little debate or dissension (see related item page 17).

Registration at the annual meeting has continued to decline in recent years; and, unfortunately, despite our sustained efforts to streamline the meeting so as to make it more manageable for busy principals, attendance was still low. Nonetheless, all scheduled business was conducted cheerfully and successfully thanks to the good will and attentiveness contributed by those who were present.

PRESIDENT'S REPORT

CAS President Kit Bishop, principal of Daisy Ingraham Elementary School in Westbrook, delivered a concise president's report, reflecting on CAS' active engagement in high-profile legislative and public policy initiatives including the fast-paced work of the Performance Evaluation Advisory Council (PEAC) and Governor Malloy's controversial education reform bill, S.B. 458 (<http://cga.ct.gov/2012/ACT/PA/2012PA-00116-R00SB-00458-PA.htm>), which was passed on May 8th. "Karissa and the administrative team have worked tirelessly to ensure that CAS has remained an important player in the governor's and new commissioner's initiatives," remarked President Bishop. "CAS was well represented on the PEAC task force that has worked on evaluation reform. CAS has become an integral presence with the other five educational groups which have been actively involved in the important work of school reform."

President Bishop concluded her remarks by praising the hundreds of loyal CAS members who devote countless hours to the association each year. "And to all of you who give countless hours to boards and committees, I want to thank you for your dedication to this organization and its many different components. CAS-CIAC, even

with an outstanding staff, would not exist if it were not for your interest and involvement. Each year it seems to be more difficult for administrators to leave their schools and find a few extra hours in your busy schedules."

EXECUTIVE DIRECTOR'S REPORT

Executive Director Karissa Niehoff gave an informative and enthusiastic address in which she reflected on the 2011-2012 year, describing it as "not only productive, but pivotal in terms of CAS's role and direction." She expressed great pride in the significant work that the association had done in areas such as early childhood education, secondary school reform, school climate, and teacher and administrator standards and evaluation plans. She reported that, among its many accomplishments, CAS had made its greatest gains in its legislative and liaison work. "I made it my expressed priority this year to make CAS not just a recognized name in Hartford, but a respected presence across the state; an association that is known for its unwavering focus on educational improvement - what's best for kids - and for representing the voice of its membership," said Dr. Niehoff. "It was my intent to promote CAS as the association with the greatest capacity to communicate with school leaders, listen to their issues and challenges, provide professional support as best as we can, and then share their message with key educational leaders. I want it to be that when people think of school leadership, they think of CAS." Dr. Niehoff proudly announced that the CIAC had just completed its seventh consecutive year without any lawsuits, noting that many state associations have faced significant legal challenges, some with devastating consequences. She celebrated the association's ability to sustain its good standing among its members, the legislature and the community at large; and credited the CIAC board members for this attainment. "For the past seven years, the CIAC has avoided the courts. I think this speaks highly of the quality of our board members, the integrity of their thinking regarding policies and procedures, and the thoughtful manner in which they consider and handle issues."

Dr. Niehoff ended her remarks with some assurances about the association's future

and members' roles in shaping it. The staff will be making directed efforts to engage members more actively, more meaningfully and more frequently. "We want the scope of our work to be defined by the needs of our member school leaders," she concluded.

To read the executive director's report in its entirety, visit http://www.casciac.org/pdfs/executive_director_report_5-10-12.pdf.

NEW BUSINESS

The member principals who were present unanimously approved the recently revised Bylaws of the Connecticut Student Activities Board of Control and the Principals Center Board of Control. To view the new bylaws, visit www.casciac.org/pdfs/proposed_CAS_Constitution_changes_2012.pdf. The membership also approved the proposed Nominating Committee report for the 2012-2013 year (see www.casciac.org/pdfs/nominating_report_CAS_2012.pdf). A warm welcome to the following individuals who have been newly appointed to board and officer positions within the association.

CAS Board of Directors:

- Fran Kennedy, Berlin H.S.
CAS President
- Donna Hayward, Suffield H.S.
High School Vice President
- Bryan Luizzi, New Canaan H.S.
High School Class L Rep
- Jason Beaudin, Avon H.S.,
High School Class M Rep
- Norma Fisher-Doiron, Southeast School
Elementary Rep
- Roxanne Augelli, Washington Elem.
Elementary Rep
- Anthony Menard, East Hartford M.S.,
Assistant Principal Rep

High School Board of Control:

- Pam Lazaroski, Lewis Mills H.S.

Middle Level Board of Control:

- Nate Quesnel, East Hartford M.S.
- Deborah Sullivan, Hall Memorial Sch.
- Deane Renda, Whisconier M.S.

Elementary Board of Control:

- Rosie O'Brien Vojtek, Ivy Drive Sch.
Vice Chair
- Kent Hurlburt, Buttonball Lane School,
- Jim Cavalieri, Lyme Consolidated Sch.
- Laurie Boske, Brownstone Inter.

Elementary Board of Control (continued):

- Gail Dahling-Hench, Pine Grove Elem., NAESP Representative

CSAC Board:

- Todd Stoeffler, North Branford H.S.
- Kevin Ryan, Cheshire H.S.
- Leo Lavalle, Lincoln Middle School
- Mike Barile, Chester Elementary School
- Clydette Messiah, AP, Hamden H.S.

Principals' Center Board of Control:

- Charles Dumais, Newtown H.S.
- Peter Cummings, Conard H.S.
- Mike Foran, New Britain H.S.
- Kate England, Nathan Hale School

Nominating Committee:

- Rosie O'Brien Vojtek, Ivy Drive School
- Gail Dahling-Hench, Pine Grove Elem.

Awards and Recognition Committee:

- Amy Clarke, Spencer Elementary Sch.
- Paul Newton, Enrico Fermi H.S.

2012-2013 BUDGET

In a final order of business, the membership adopted a budget which included no dues increases (for the fifth consecutive year) yet preserves the current programs and services and maintains the existing staffing levels.

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Clockwise from top left:

CAS President Kit Bishop convenes the 60th CAS Annual Meeting; CIAC Board Chair Bob Hale, Jr. conducts the CIAC Annual Meeting; Dennis Carrithers comments briefly following the announcement of his retirement; High school members Steve Wysowski (left) Dan Sullivan (center) and Andre Hauser (right) chat during the break; Members give Kit Bishop a much-deserved standing ovation for her two years of outstanding leadership as CAS President; Incoming president Fran Kennedy presents gavel to outgoing president Kit Bishop; President Bishop presents a distinguished service plaque to President-Elect Dave Russell who is retiring after 42 years in education; Executive Director Karissa Niehoff reflects on the challenges and successes of the 2011-2012 year.



CAS Annual Meeting, *cont'd*

AWARD PRESENTATIONS

At the conclusion of the business meeting, Michael Rafferty, principal of Old Saybrook Middle School and chair of the CAS Awards and Recognition Committee, presented Letters of Commendation and Citations to the following individuals:

Recipients of Letters of Commendation:

- Karen Brimecombe, Principal, John Lyman Elementary School, Middlefield
- Rich Dellinger, Principal, Amity Middle School, Bethany
- Matt Dunbar, Principal, Glastonbury High School

Recipients of CAS Citations, the association's highest honor:

- Andrienne Longobucco, Principal, Center School, Litchfield
- Thomas Neagle, Asst. Principal, Glastonbury High School
- Donna Schilke, Principal, Smith Middle School, Glastonbury

Scott Leslie, principal of RHAM High School in Hebron was also selected to receive a Letter of Commendation. However, he was unable to be in attendance for the presentation.

The meeting officially concluded with the presentation of the gavel to outgoing president Kit Bishop. In making the presentation, incoming president Fran Kennedy, principal of Berlin High School, remarked, "Your presidency has reflected great personal and professional dedication; and has been distinguished by the wealth of history, experience and goodwill you brought to the position. We thank you for skillfully guiding us through the transition to a new executive director and for the many others ways in which you have advanced the association these past two years. "

Many thanks to the following outgoing board members who complete their terms on June 30th of this year. Those in attendance at the meeting were presented with distinguished service plaques in honor of their years of service to the association. They will surely be called upon to serve in another capacity!

CAS Board:

- Katharine Bishop, Daisy Ingraham Sch.
- Gary Highsmith, Hamden H.S.
- Jordan Grossman, Canton Inter.

Elementary Board of Control:

- Karen Brimecombe, John Lyman Elementary School
- Jordan Grossman, Canton Inter.
- Rosie O'Brien Vojtek, Ivy Drive Sch.

Middle Level Board of Control:

- Sally Biggs, Hartford Magnet Trinity College Academy

High School Board of Control:

- Donald Slater, Hall H.S.
- Deirdra Preis, Fairfield Warde H.S.

CSAC Board of Control:

- Bryan Luizzi, New Canaan H.S.
- Karen Brimecombe, John Lyman Elem.
- Martin Semmel, Southington H.S.

Principals' Center Board of Control:

- Rosie O'Brien-Vojtek, Ivy Drive Sch.
- Josephine Smith, Reggio Arts Magnet

Eligibility Committee Review Board:

- Daniel Hatch, Gilbert High School



Citation recipient Donna Schilke (center)



Letter of Commendation recipient Matt Dunbar (center)



Citation recipient Andrienne Longobucco (center)



Letter of Commendation recipient Karen Brimecombe (center)



Citation recipient Tom Neagle (center)



Letter of Commendation recipient Rich Dellinger (center)

Flanagan Grants, continued from page 8

students responded to Dr. King's question, and as a result an entire week this past January was dedicated to school wide community service events. In just one week their events inspired over 1300 acts of service and included activities that gave back to both the Hartford community and the global community.

★ Staples High School, Westport - Best Buddies

Best Buddies is a club with the mission to establish one-to-one friendships between integrated activities and leadership development for students with and without Intellectual and Development Disabilities (IDD). Students without IDD learn how to interact with kids with disabilities and as a result develop friendships with students with IDD. Students with IDD learn that they are not as different as they thought, and also that they can have friends that they can "hang out with" on a Saturday night. The club also coordinates at least four big community service events per year to help their neighbors in need.

Dave Maloney, Assistant Executive of CAS, noted, "This recognition is so richly deserved because this is the answer to improving schools across the state. When we have kids engaged in positive school-based student activities, we know that their attendance is going to be better, their engagement in learning activities is going to be better, and their achievement is going to be better."

The 2012 Thomas Flanagan Student Activities Memorial Grant Awards ceremony can be viewed in its entirety online at <http://www.casciac.org/flanaganvideo.shtml>.



CAS Assistant Executive Director Dave Maloney (left) and Empower CEO Joe DeRing present Flanagan grants to Hall High School (above) and Mansfield Middle School (below).



IMPACTING GLOBAL EDUCATION

By Dr. Dale Bernardoni

Have you ever found yourself wondering where to store or dispose of recently replaced curriculum materials? Does your library media specialist cull the book collection each year? Have you seen teachers who are retiring throw away perfectly good educational supplies? If so, I can help. I would welcome the opportunity to send your no longer needed books and supplies to schools in rural South Africa.

As a retired principal, I now volunteer with the United States African Children's Fellowship and Sharing to Learn, two non-profit agencies that accept books, textbooks, instructional materials and sports equipment. The agencies pick up your donations, ship them to Africa and distribute them to schools in rural areas of South Africa, Zimbabwe and Ghana. A shipping container is located in North Haven for the purpose of the collection. The pick up, shipment and distribution is done at no cost to you or your school. The process is funded by grants and corporate and individual donations.

In addition, on a yearly basis, I travel to Africa to visit the receiving schools to track their use of your donations. Having this opportunity has humbled me and has deepened my understanding of the extraordinary needs of children in struggling countries. For further information on these highly successful humanitarian agencies, visit their websites at: thechildrensfellowship.org and sharingtolearn.org. I am certain that you will be impressed by their work.

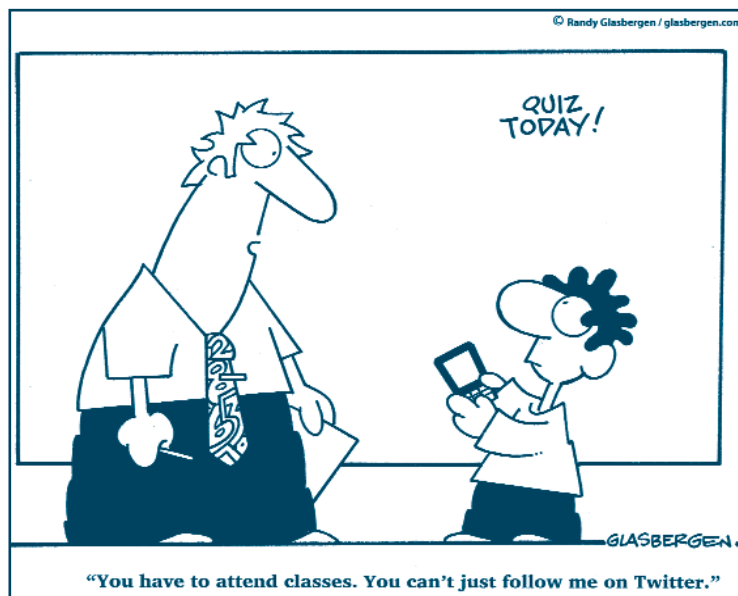
This year, hundreds of teachers will retire or move, leaving behind cartons of educational supplies. School systems across the state will be revising curriculum in accordance with Common Core State Standards, and as a result novels and texts will be replaced. Rather than disposing of books and supplies that can still be of use to others, please contact me so that they can be recycled for continued use by those with great needs.

Thank you. I'll look forward to hearing from you.

Dr. Dale Bernardoni

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Sports News & Notes

■ Pop Warner Little Scholars Inc., the nation's largest youth football organization, is banning some common drills and telling coaches to spend two-thirds of their practice time on non-contact activities as part of a wider crusade to reduce the risk of head injuries that can reverberate for a lifetime. Under the new practice restrictions, coaches will only be allowed to have full-speed hitting – including one-on-one blocking and tackling, contact between linemen and scrimmages – for one-third of their weekly practice time. Previously, there were no restrictions on contact time. Also barred are any head-to-head, full-speed blocking or tackling drills in which players start more than 3 yards apart. The organization hopes the changes lessen concussions and reassure parents and players that the game is safe.

■ Student-athletes who play team sports are less likely to smoke cigarettes or marijuana or use other illegal drugs, but they're more likely to drink alcohol, according to a new study. The study, which was published online in the journal *Addiction*, drew data from a series of studies sponsored by the National Institute on Drug Abuse—a total of nearly 12,000 students from the graduating classes of 1986 to 2001. The students were first surveyed as seniors in high school (and up to four more times through age 26) about their alcohol, cigarette, and drug consumption, as well as their participation in team sports and physical-activity level. In terms of cigarette smoking, 25% to 29% of student-athletes who participated in team sports and students who frequently exercised reported smoking in the past month, while roughly 38% of nonexercising students had smoked a cigarette in the same time interval. The findings were similar for marijuana usage: 23% of nonexercising teens reported smoking marijuana in the past month, while only 15% to 17% of student-athletes had done so. As far as alcohol consumption, while 45% of nonexercisers reported drinking alcohol at least once in the past month, 57% of team-sports-playing student-

athletes said they had. Interestingly, this finding only applied to students participating in team sports, not students who exercised vigorously outside a team-sport context. (Source: *Student-Athletes Use Less Drugs, More Alcohol Than Peers, Study Finds*, edweek.org, 6/2/12)

■ A new Pennsylvania law is the first in the country that designates training and standards to prevent sudden heart attacks in students and student athletes. The measure requires coaches, game officials, and athletic trainers to watch for signs of sudden cardiac arrest among players. Signs these adults must be trained to watch for include fainting, chest pain, rapid heartbeat, and chest pain. Student athletes must be removed from games and will not be allowed to compete again without clearance from an appropriate health care practitioner. (Source: *Philadelphia Inquirer*, 5/31/12)

■ A new study commissioned by the Los Angeles Unified School District provides further evidence that sports participation has a direct and positive impact on student performance. As reported by the *Los Angeles Times*' Eric Sondheimer, LAUSD has discovered a striking correlation between students' participation in interscholastic athletics and their performance in both attendance and in the classroom. According to the study, the 35,000 student athletes in LAUSD attended an average of 21 more days of school per year than their counterparts, while they also sported GPAs some 0.55 to 0.74 points higher than non-athletes. Both of those statistics are pretty staggering when you consider that GPAs are typically calculated on a scale of 0.00-4.00 and students attend an average of 180 days per school year. "[The study statistics] prove what has generally been assumed, that participation in high school athletics, on average, positively enhances the student's academic progress in comparison with the rest of the student body," said LAUSD commissioner of athletics Barbara Fiege.

CIAC HOSTS FIRST-EVER BOWLING CHAMPIONSHIPS

By Dr. Robert Lehr, CIAC Staff



The first CIAC co-ed bowling tournament was held Saturday, May 19 at Bradley Bowl in Windsor Locks. Eighteen teams from throughout Connecticut participated, each team comprised of five to eight bowlers. It was an incredible day that featured some superb bowling, excellent camaraderie among the teams and a general excitement about the competition.

Teams bowled ten games and the total number of pins was calculated. At the end of ten games, Windsor Locks High School and Enrico Fermi High School were tied for the lead with 1624 pins. Windsor Locks eventually won in a roll-off and received a \$500.00 check. Fermi High received a check for \$300.00 for its second place finish; and the third place team, Goodwin Tech, was awarded a check in the amount of \$200.00. The prize money was supplied by the Connecticut Bowling Proprietors Association.

Many of the coaches and parents in attendance were pleased that the CIAC was sponsoring the event, and they were excited to learn that another open will be held in 2013. We hope that you will plan to send a team to the 2013 championship which will be held on Saturday, February 9, 2013 at 10:00 a.m. at AMF Lanes in Milford, Connecticut. The 2013 event will be an open bowling team championship. There will be no requirement that both sexes be represented on the team; however, boys and girls may comprise the team. More information on the 2013 tournament will be sent in the fall.

A special thank you to all the athletic directors and principals who sent teams to the inaugural bowling tournament. Please let me know your thoughts on other sports that you would like to have the CIAC consider for a tournament or similar event. For example, some individuals have indicated an interest in an ultimate frisbee tournament for high schools.

... more ciac news

MATT FISCHER HONORED BY LOCAL NATIONAL FOOTBALL FOUNDATION CHAPTER



Killingly AD John Krot (left) and CIAC Director of Information Services Matt Fischer (right) were honored by the Southeastern CT Chapter of the National Football Foundation.

Matt Fischer, Director of Information Services, was named "Person of the Year" by the Southeastern Connecticut Chapter of the National Football Foundation. He was recognized at its annual scholar-athlete dinner held on April 29th at the Mohegan Sun.

Matt was selected for the award because his vision and technological expertise have helped streamline the work of athletic administrators and coaches and have facilitated the public's access to information about Connecticut high school sports. In his introductory remarks, Ledyard Athletic Director Jim Buonocore said this of Matt: "Matt Fischer is the *2012 Person of the Year*. However, athletic directors, coaches, and media members throughout the state often refer to him by another name: God. Some may ask why that is. It is because in his role as the CIAC's Director of Information Services, he has made all of our jobs easier. His daily work has had a positive effect on every coach, athletic director, official, parent, and football fan in this ballroom tonight."

Killingly High School Athletic Director John Krot was also recognized at the banquet as the winner of the "2012 Retired Coach Award."

CIAC HIRES DIRECTOR OF MEDIA AND SPORTS INFORMATION

By Matt Fischer, Director of Information Services

Joel Cookson, Assistant Commissioner of the Landmark Conference for the past five years and a former collegiate sports information director, has been selected from a pool of highly qualified candidates to join the CAS-CIAC staff as the organization's first-ever Director of Media and Sports Information, effective July 1.



Cookson will be responsible for a wide variety of activities within the CIAC including the creation of written, audio and video content for a completely-redesigned ciacsports.com website to be launched shortly; serving as the organization's primary media liaison; coordinating the new relationship with PlayOn! Sports which has resulted in the creation of the CIAC Network; and building relationships with Connecticut higher education and a host of other stakeholder groups. Cookson will also be charged with working with print, video and online organizations throughout the state and the nation to develop systems for sharing and aggregating content that can be used by everyone for the betterment of high school athletics and its role in the educational process.

"The CIAC is lucky to have a person with Joel's background and skill set to help in the creation of this important new position," said Dr. Karissa Niehoff, executive director of CAS-CIAC. "We see the director of media and sports information as a key person within the CIAC operation, both publically as a face of the CIAC and internally creating content and programs to further the work we are already doing with our member schools, aligned organizations and current and future strategic partners."

Cookson has served as the assistant commissioner of the Landmark Conference, an association of eight NCAA Division III universities, since its inception in the Spring of 2007. While there he collaborated with the commissioner on all conference business and decisions, served as primary conference contact for member institution staff, worked with several standing committees including the Chief Executive Officers and Athletics Directors Committees, supervised the Landmark awards selection process, represented the conference at numerous championships and created conferences schedules for team sports.

Cookson was also responsible for serving as the Landmark Conference's primary media contact, crafting press releases and weekly recaps, maintaining the conference website, collecting and verifying statistics and working with the NCAA statistics staff to insure proper reporting of statistical data.

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FRED BALSAMO, executive director of CAAD and director of the Connecticut Coaching Education Program, was the recipient of the prestigious "Joseph J. Fontana Distinguished Service Award" given annually by the Connecticut High School Coaches Association (CHSCA). The award is the highest honor bestowed upon individuals outside the CHSCA, the CIAC or the National High School Athletic Coaches Association. Fred was honored at the 48th Annual CHSCA Recognition Dinner on May 10th.

SAVE THE DATE!!!

CSGA/CIAC HIGH SCHOOL COACHES OUTING & CLINIC

presented by:
The Connecticut State Golf Association (CSGA)

DATE: August 21, 2012

TIME: 9:30AM Coaches Clinic
11:00AM Golf - Shotgun Start

LOCATION: Fairview Farm Golf Course

PARTICIPATION: Open to all Connecticut High School Golf Coaches

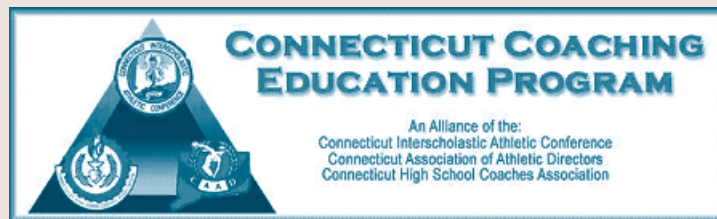
NOTE: Beginning at 9:30AM, Mike Moraghan, Executive Director of the CSGA and former men's golf coach at the University of Virginia, and Malcolm MacLachlan, CSGA Director of Rules and Competitions, will conduct brief clinics on college golf and on the rules of golf. The 30-45 minute discussion will be followed by golf beginning at 11:00AM.

ENTRY FEE: \$75 per player

Included in the entry fee: 18 holes of golf, golf cart, range balls, box lunch, gross and net prizes, long drive contest, closest to the hole, complimentary copy of the USGA Rules of Golf.

For more information contact:

Lynn Robsky
Connecticut State Golf Association
35 Cold Spring Road
Rocky Hill, CT 06067
(860) 257-4171



The CCEP is an alliance of the Connecticut Interscholastic Athletic Association (CIAC), the Connecticut Association of Athletic Directors (CAAD), and the Connecticut High School Coaches Association (CHSCA)

The Connecticut Coaching Education Program offers online courses which allow coaches to earn the CEUs they need on their own schedule. The response to these courses has been overwhelming!

ONLINE CEU'S NOW AVAILABLE!

Get the credits you need on your own schedule:

- Mod 101 - Fundamentals of Coaching (6-hour mod)
- Mod 6 - Revocation, Harassment and Hazing (3-hour mod)
- Mod 15 - Concussion Management (3-hour mod)
(Satisfies Public Act No. 10-62)

For more information, visit:
<http://www.ctcoachinged.org/onlineceu.html>

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Being offered at
CIAC Office - 30 Realty Drive, Cheshire, CT
NO WALK IN REGISTRATIONS

- ☐ **Thursday, August 23, 2012 • 6-9pm**
Module 8 - *Strength & Conditioning Design*
- ☐ **Friday, August 24, 2012 • 6-9pm**
Module 14 - *Critical Incidents and Emergency Planning*
- ☐ **Saturday, August 25, 2012 • 8:30-11:30am**
Module 5 - *CIAC Rules & Regulations*
- ☐ **Saturday, August 25, 2012 • noon-3pm**
Module 4 - *Legal Aspects of Coaching*
- ☐ **Saturday, August 25, 2012 • 3:00-6:00pm**
Module 16 - *Appropriate Use of Electronic Media*

Registration must be done online at
www.ctcoachinged.org/CEU.html

CIAC MEMBERSHIP ADOPTS THREE BYLAW CHANGES

At the 60th Annual Meeting held on May 10th, the CIAC membership approved three changes to the CIAC bylaws. The changes involve new exceptions to the no Sunday contests rule, a limit of one eight semester rule waiver per student-athlete and a restriction on the number of unattached outside competitions in which track athletes may participate. The revised language as well as the rationale behind the changes are printed below. All changes will go into effect on July 1st of this year.

CHANGE #1: ARTICLE VII (Tournament Meets and Games) / SECTION B.3

Explanation of Change: The proposed change adds a new exception to the rule prohibiting athletic contests on Sundays (language additions in ***bold italics***).

ARTICLE VII, Section B.

(Conference members MAY NOT participate in any of the following meets and games)

3) Tournaments, meets and games played on Sundays, either home or away, ***EXCEPT that the CIAC Board of Control, upon request from a sport committee, may grant permission on a case-by-case basis to pre-schedule the final game of a state tournament when the site necessary to conduct the championship is only available on a Sunday. This exception is limited to the final game only in a sport championship and is not extended to any regular season game, league tournament or event nor any other student activity.***

Rationale for change: CIAC sports committees and tournament directors in some sports are finding it more and more difficult to secure appropriate, affordable championship venues, particularly for the sports of basketball, football, baseball and ice hockey. There are few sites that can accommodate large crowds and are economically feasible. To secure these sites, it may be necessary to pre-schedule some of our championship games on Sunday. At present, CIAC regulations allow Sunday play for make-up games in football during the regular season, for quarter-finals on in softball and baseball, once during a league tournament in all sports and the finals in all sports if necessary.

CHANGE #2: ARTICLE IX (Rules of Eligibility) / Section II.B (Student Eligibility)

Explanation of Change: The proposed change seeks to stipulate that a student-athlete can only be granted a waiver of the eight semester rule one time during his/her high school sports career (language additions in ***bold italics***).

ARTICLE IV – Section 2. B (a/k/a the eight-semester rule)

A student has eight (8) consecutive semesters or four (4) consecutive years of eligibility from the date of entry into the ninth grade to be eligible for interscholastic competition. No student-athlete shall participate in the same branch of athletics more than four (4) seasons in grades 9-12 at any school. Date of entry is defined as the first date of enrollment as a grade 9 student taking four (4) or more high school subjects. (1) Students who are not eligible or elect to not participate do not preserve additional semesters for use at a later time. That is, there is no fifth year of eligibility per se. (2) Once a student has attended 15 days or more, he/she may apply through the member school for consideration of a hardship waiver. Hardship waiver requests will be considered for unforeseen, unavoidable

or unusual circumstances that were beyond the control of the student and resulted in the student being unable to complete their academic requirements in four (4) years or eight (8) consecutive semesters. All such requests must be well documented. Waivers for serious medical situations that are well documented will also be considered when it is demonstrated the student was unable to complete any significant school work due to their medical condition and it is verified the school made every effort to provide an appropriate alternative program to the student. Injuries sustained in playing a CIAC-sponsored sport will not constitute grounds for a medical waiver for an additional semester/year of play in the sport in which the injury occurred. A waiver will be granted for a student who has been absent one or more semesters because of required military service. If a waiver is granted in any situation, the semester granted must be the same as the semester waived – fall for fall, spring for spring. ***A waiver of the eight consecutive semester /four consecutive year rule will be granted only once to any athlete.***

Rationale for change: Following an appeal for a second waiver of the eight-semester rule, the Eligibility Committee Review Board requested that the CIAC clarify its bylaw to reflect the original intent of the rule which was to grant only one additional semester/year of eligibility.

CHANGE #3: ARTICLE XII (In Season - Out-of-Season Rules) / Section I.0 (During Authorized Contest Season)

Explanation of Change: The proposed changes seeks to limit the number of unattached outside contests in which track and field athletes can participate during the sports season (language additions in ***bold italics***).

ARTICLE XII - In Season / Out-of-Season Rules – 1.0 During Authorized Contest Season (Individual and Team Sports Camps, Clinics, Lessons)

Section 1.1 Individual and Team Sports – Exceptions to rule 1.1a - Select Sports (Only)

2) In golf, gymnastics, swimming, ***indoor track, outdoor track*** and tennis, no more than four (4) unattached outside meets per season are permitted. Athletes in these sports may practice but not compete with a non-CIAC team during the season. Such practices may not interfere with or replace member school practices. For track refer to individual sport section. Athletes in these sports may practice but not compete with a non-CIAC team during the season. Such practices may not interfere with or replace member school practices. ~~For track refer to individual sport section.~~

Rationale for change: The CIAC Bylaws currently permit unlimited unattached competitions for indoor and outdoor track and field athletes while limiting athletes in the sports of golf, gymnastics, swimming and tennis to four outside competitions. The proposed change will provide equity in all sports for which there is an allowance for individual participation in outside contests (during the sport season).

... more ciac news

THE NINTH ANNUAL UNIFIED SPORTS AWARD BANQUET

By Lou Pear, Director of Unified Sports®

This year's Unified Sports Award Banquet followed a new format where an athlete and partner were recognized from each middle and high school. In doing so, forty-three schools were represented and there were over 500 attendees. Having an athlete and partner receive awards together in the true spirit of being unified demonstrated the sincere compassion which is the centerpiece of Unified Sports in Connecticut schools. As each of these award recipients were presented their awards, pride, caring and a sense of belonging showed brightly on the faces of each student.

The *Michael Savage Unified Sports Award for Athletic Excellence* went to Michael Udice from Newington High School and Erik Costa from Broadview Middle School in Danbury. Some of Michael's exemplary attributes included his involvement in raising funds for a handicap accessible playground in his town and being recognized by Special Olympics CT as a Spirit of Life Award recipient. Erik was distinguished for his work in his school's R-Word Campaign and involvement in community service projects. Both boys exemplify outstanding leadership qualities and attribute their success to a can-do attitude.

There were also two great essay award recipients who shared their experiences as Unified Sports partners. In both cases, they expressed a positive experience with their teammates and how their athlete partner taught them life lessons which cannot be found in a book. "You just have to experience the compassion, enthusiasm and energy first-hand," said one of the winners. These essayists also have made lifelong friendships which will enhance their leadership skills in the future.

Rounding out the evening was the presentation of the Exemplary Middle and High School Michael's Cup Award winners. This year's recipients were Guilford High School and Har-Bur Middle School from Burlington. Both schools have active Unified Sports teams, have implemented positive school climate initiatives and participate on statewide youth committees.

We congratulate all of our Unified Sports athletes, partners, coaches, athletic directors and parents. All of these stakeholders form the network in our schools so cooperation, collaboration and sustainability are key elements to their success. Keep up the great work as we look forward to working with you next school year. Have an enjoyable summer break.

Clockwise from right: Unified Sports Director Lou Pear (right) and Fairfield Ludlowe Athletic Director Dave Schulz; Special Olympics CT President Beau Doherty (left) and Guilford's Athletic Director Jake Jarvis; CAS-CIAC staff members Paul Hoey (left), Susan Kennedy (center) and Karissa Niehoff; Global Messenger Kyle Sterling.



... more ciac news

7.6 MILLION REASONS TO KEEP HIGH SCHOOL SPORTS

By Bob Gardner, Executive Director
National Federation of State High School Associations

I'm not quite sure what qualifies a former college basketball coach to assess the state of high school sports, but last week in USA Today's online edition, the following headline caught my attention: "Former college coach proposes ending high school sports." Wow!

This article, which originally was published in the Reno (Nevada) Gazette-Journal, contained thoughts and ideas of Len Stevens, a former college basketball coach and current executive director of the Reno-Sparks Chamber of Commerce. Mr. Stevens suggests we should "kick it (high school sports) to the curb" and go the way of the European model focusing solely on club sports.

The author of the article, Dan Hinxman, suggests that Mr. Stevens' thoughts might be preposterous, ludicrous and, perhaps, downright offensive to some individuals. Mr. Hinxman is correct. As the head of an organization that provides leadership to 51 state high school associations, 19,000 high schools and more than 7.6 million student-athletes involved in high school sports, I am pleased to report that funeral arrangements have been cancelled.

What Mr. Stevens probably doesn't know is that many of those countries employing the "European model" would trade their model in an instant for the education-based philosophy of high school sports in the United States. After listening to my report at the 9th International Session for Educators at the International Olympic Academy in Greece last summer, representatives from many nations marveled that our programs receive little or no government support in our schools, and the universal wish of the delegates from other nations was that their programs could be more like ours.

Mr. Stevens suggests that since club sports have been growing in the United States, we should end high school sports and go exclusively with club sports, which "would answer a lot of problems and put the high school focus back where it belongs - on education."

What Mr. Stevens doesn't account for is that if sports were removed from American high schools, the focus would not be on education. The focus would be on trying to locate students who abruptly left school - dropouts - when sports were taken away.

And, by the way, the education component is the singular unique component of the U.S. model. Student-athletes learn much more than how to set a screen in basketball or cover the first-base bag in baseball. While the number of teacher-coaches has dwindled, most schools that employ out-of-school coaches require those individuals to complete an education course, such as the NFHS Fundamentals of Coaching course.

On the other hand, club sports lack an educational component. These programs exist solely for the purpose of improving one's athletic skills and, through that process, hopefully landing a college scholarship. The team concept rarely exists and there is no overall philosophy to help prepare students for life after school, which is a major goal of education-based sports within the schools.

Mr. Stevens also noted that no one attends games any more. Really? A survey conducted by the NFHS last year indicated that more than 510 million people attended high school sporting events during the 2009-10 school year. On Friday nights in the fall, there are 7,000 high school games being played every week. On winter nights - two to three times a week - there are about 18,000 girls and boys basketball games being played.

More than 7.6 million high school students compete in high school sports, and those numbers have risen for 22 consecutive years.

How many of those 7.6 million kids would still be around if the only option were to join a club team? The clubs only want the very best athletes, and fees can range from \$5,000 to \$10,000 a year to be involved with a year-round travel team.

A large majority of high school students who are involved in sports are there to have fun, to be with their friends, to compete and learn, and to be a part of a team. Kids have a need to be needed and to be a part of something positive, to be involved with their peers and coaches who care. Many students involved in sports do not have a support system at home - their high school teammates and coaches are their lifeblood. This concept simply does not exist through club sports.

At our recent National Athletic Directors Conference in Indianapolis, several high school athletic directors talked about their days as high school athletes and the importance of these programs.

Monica Maxwell, a middle school athletic director from Indianapolis, said, "I knew I wanted to get out of my neighborhood. If it wasn't going to be through athletics, it was going to be through the military . . . I think that story - my story - is a story of many athletes. They know that their ticket out of their neighborhoods is going to be athletics." Lanness Robinson, an athletic director from Tampa, Florida, said, "If I didn't maintain a 3.5 grade-point average, my mom wouldn't let me play sports. That's the only reason I tried because otherwise I didn't care. I believe that athletics is the greatest dropout prevention program that we have . . . I think the three most identifiable people on the school campus . . . are the head football coach, the principal and the quarterback. What does that say about school? I've read stories where schools have actually made the decision to cut programs and I think in most cases, they reinstate athletic programs because they found that it doesn't work."

John Evers, a retired athletic director from Indiana, said "When good things happen - if a team is making a great playoff run - the community comes together. That's not something you often get outside of athletics. I've never seen a town rally around a chemistry class, but I have seen them rally around a team of kids doing something special."

Becky Oakes, director of sports at the NFHS, said in a recent issue of High School Today, "Students enjoy the school-community identity that comes with playing in high school. In general, high school coaches will treat each student as part of the team and the community; this is the selling point that high schools have far over any club team."

Certainly, there are challenges in many states, mainly due to funding issues. But even in those situations when funds become tight, more often than not the community responds because it sees the value of these programs for young people. With all due respect to Mr. Stevens, there are 7.6 million reasons we're going to keep sports within our schools.

About the Author: Bob Gardner is executive director of the Indianapolis-based National Federation of State High School Associations, the national leadership organization for high school athletic and activity programs.

SPRING 2012 CIAC SPORTS CHAMPIONS

BASEBALL

Champion *Runner-up*

Class LL: Shelton	South Windsor
Class L: Fitch	New Canaan
Class M: Plainville	Haddam-Killingworth
Class S: Cromwell	Derby

SOFTBALL

Champion *Runner-up*

Class LL: Amity	Southington
Class L: Rockville	Foran
Class M: Rocky Hill	Granby Memorial
Class S: Coginchaug	St. Bernard

BOYS TENNIS

Champion *Runner-up*

Class LL: Greenwich	Staples
Class L: New Canaan	Fairfield Warde/ Daniel Hand
Class M: Avon	Joel Barlow
Class S: Weston	East Catholic

GIRLS LACROSSE

Champion *Runner-up*

Class L: Greenwich	Cheshire
Class M: New Canaan	Wilton
Class S: N.W. Catholic	Granby Memorial

BOYS LACROSSE

Champion *Runner-up*

Class L: Fairfield Prep	Ridgefield
Class M: Darien	New Canaan
Class S: Joel Barlow	Somers

GIRLS TENNIS

Champion *Runner-up*

Class L: New Canaan	Greenwich
Class M: Daniel Hand	East Lyme
Class S: Westbrook	Stonington

BOYS OUTDOOR TRACK

Champion *Runner-up*

Open: Windsor	Staples
Class LL: Staples	Conard
Class L: Windsor	Fitch
Class MM: Tolland	New Fairfield
Class M: Bloomfield	Woodland
Class S: N.W. Catholic	Canton

GIRLS OUTDOOR TRACK

Champion *Runner-up*

Open: Bloomfield	Hillhouse
Class LL: NFA	Glastonbury
Class L: Windsor	Darien
Class MM: Hillhouse	Ledyard
Class M: Tolland	Nonnewaug
Class S: Bloomfield	Thomaston

BOYS VOLLEYBALL

Champion *Runner-up*

Class L: Cheshire	Ridgefield
Class M: Newington	Oxford

BOYS GOLF

Champion *Runner-up*

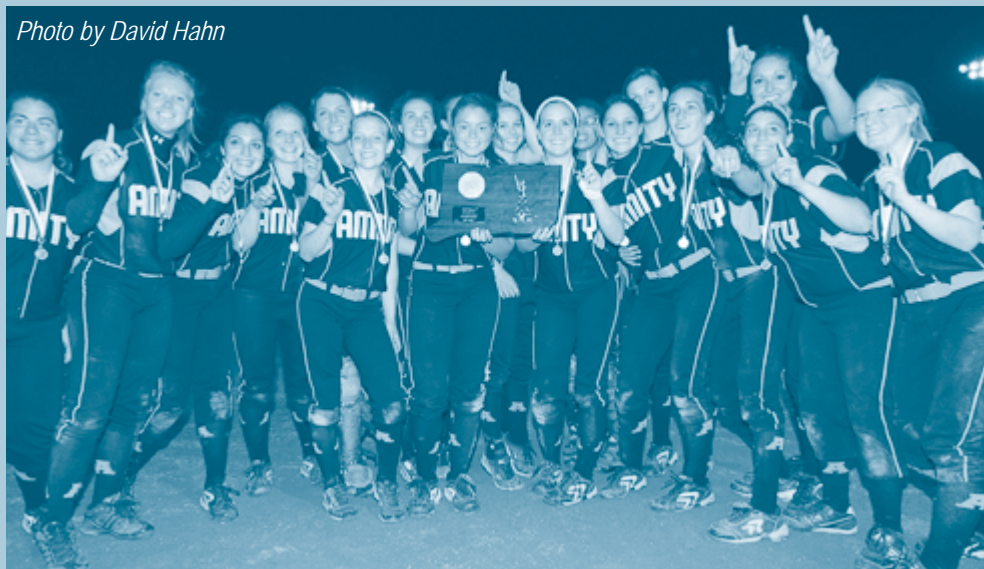
Div I: Greenwich	Amity/Xavier
Div II: Daniel Hand	New Canaan
Div III: Lewis Mills	Weston
Div IV: N.W. Catholic	Old Saybrook

GIRLS GOLF

Champion *Runner-up*

Berlin	Farmington
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Photo by David Hahn



The Amity Spartans beat the Southington Lady Knights 10-6 to win the Class LL title at Stratford's DeLuca Field on June 8th.



caad news

Retired ADs' Corner

By Ed Tyburski

LIFE MEMBERSHIPS – Life membership CAAD Gold Cards for retired athletic directors were initiated in 1996 at which time 34 cards were distributed. There are now a total of 138 retired athletic directors who have been awarded Gold Cards, including 12 deceased.

The average number of years that our retired AD's have served our schools is 19.39 and 2,675 total years served. To be eligible for a Gold Card you must have been an athletic director for a minimum of five years in Connecticut and be retired from teaching. Retiring from teaching and becoming a part-time athletic director makes you ineligible, as well as retiring from the AD position and continuing to teach. Those people will be eligible when they fully retire.

This year there were seven Gold Card recipients.

Steve DiVerniero retired after 35 years in education. Steve served 28 years as athletic director at Eli Whitney Tech. in Hamden, CT. He was a successful coach in baseball for 23 years. His teams were the CVTC champions for eight years and he was the New Haven Register All Area Baseball Coach in 1990. He also coached volleyball for eight years and girls basketball for 16 years. His basketball team was the CVTC champion for one year.

Chip Dorwin, CAA, retired after 39 years in education. Chip served seven years as athletic director at Springfield H.S., Springfield, VT. He then served 25 years as AD at Guilford H.S. At GHS, he was a successful boys varsity basketball coach achieving a 125-56 record from 1991-98 with four quarter-final appearances, two Shoreline Conference championships, and one Southern CT. Conference Hammon-asset Div. co-championship. He was the Middletown Press SCC Basketball Coach of the Year in 1991 and 1992. He served as chairman of SCC ADs and on many of that group's committees. Guilford H.S. has



L to R: At the CAAD breakfast meeting on May 23rd at the Rocky Hill Marriott, CAAD President Trish Witkin presented Gold Cards to Chip Dorwin, Guilford H.S.; Steve DiVerniero, Eli Whitney Tech; and Frank Luysterborghs Johnathan Law HS.

consistently been ranked in the top ten of the coveted Michaels Cup awards. Chip has been on the CAAD Executive Committee since 1986 and served as a District Rep., Secretary, Awards Committee member, Constitutional Consultant, NIAAA Delegate and CAAD President, 2004-06. In 2005, he received the CAAD Distinguished Service Award. In 1994 he was recognized as the NCSSAD Connecticut AD.

Mike Gamari retired in 2005 after teaching social studies for 37 years. Mike continued to serve as athletic director at The Gilbert School in Winsted for a total of 26 years. During his tenure as AD, his school earned several Michaels Cup awards including first place in Class S in 1986, first place in Class SS in 1996, and runner-up in Class S in 2008. His school teams have won 37 regular season Berkshire League championships, 24 league playoff championships and 8 state championships. His school also earned 28 Berkshire League Sportsmanship Awards. Mike was boys varsity basketball coach for 14 years, qualifying 10 times for the state tournament and also varsity golf coach for 16 years. In 2003, he was named Athletic Director of the Year by the National

Council of Secondary Schools. In 2010, he received the CAAD Meritorious Service Award.

Betsy Gilmartin retired after 32 years as a teacher of physical education at North Haven and Mercy H.S. She was a successful field hockey, volleyball and softball coach at North Haven H.S. Betsy served as athletic director at Mercy H.S. for 17 years, where she achieved success coaching basketball and volleyball. While at Mercy the school won the 2005 Michaels Cup for the Best Athletic Program in Class SS. Mercy won the Class L basketball Championship and was runner-up in Class L in 2010 and Class LL in 2011. The school also won the Class L Championship in softball in 1994 and the Class LL in 2006. Betsy was inducted into the Connecticut Women's Volleyball Hall of Fame Honorary Category in 2006 and received the Catherine McAuley Award for loyalty, service and commitment to Mercy H.S. in 2008.

Mark Goodwin retired after 35 years as a teacher of physical education. Mark served as athletic director at Bethel H.S. for 12 years 1999-2011. He was a successful

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... more caad news

Retired ADs, continued from page 21
varsity girls track coach at Bethel for 29 years, winning three league titles in the WCC/SWC. He also coached the girls cross country team at Bethel for 33 years and achieved success by winning 13 titles in the WCC/SWC, along with one state open and two Class MM titles.

Patsy Lemley Kamercia retired after 41 years in education. She was the sixth president of CAAD in 1984-85 and in the fall of 1984 co-chaired the first CAAD conference in Mystic. Patsy served as athletic director for ten years at Haddam Killingworth H.S., retiring from that position in 1985. She continued to coach field hockey there for a total of 35 years. In 1994 and 2009, she was a coach of the senior all-star field hockey games. In 1994, she was the Class S Coach of the Year and, in 2000, was the CHSCA Field Hockey Coach of the Year. In 2005, she was inducted into the Northeast New Agenda Women's Hall of Fame and named the New Haven Register All-Area Field Hockey Coach of the Year. In 2009, she was inducted into the Haddam-Killingworth H.S. Hall of Fame and was a finalist for the National H.S. Coaches Association Coach of the Year Award.

Frank Luysterborghs retired after 38 years as a teacher of history and mathematics. Frank served as athletic director at Jonathan Law H.S. in Milford for 24 years 1987-2011. He was a successful varsity football coach at Milford H.S. for seven years, 1976-1982, and at Jonathan Law H.S. for 18 years, 1983-2000.

■ MILESTONES:

Jim Day is retiring after 36.5 years in education. He served as athletic director at Berlin H.S. for 10 years. He was a successful varsity wrestling coach at Berlin for 27 years, winning 9 state championships, 7 second place finishes, 20 conference titles and 450 career wins. In 1990, he was the CHSCA Wrestling Coach of the Year; in 2000, he was inducted into the New England Wrestling Hall of Fame; in 2010, he was inducted into the National Wrestling Hall of Fame; and in 2011, he was inducted into the Berlin Hall of Fame and won the Doc McInnery Award - Male Sports Coach.

Peter Samperi is retiring after 35.5 years as a teacher of physical education, health and drivers education. Peter served as athletic director at Stamford H.S. for six years. He was a successful varsity softball coach for five years and an assistant football coach for 15 years.

John Adamovich is retiring after 38 years as a teacher of physical education. He served as athletic director at Career H.S. for five years. He was the freshman girls basketball coach at Amity Regional H.S. from 1978-1984 and the boys chess team coach at Career H.S. from 1999-2002. During his tenure as Career H.S. AD, the school won four state championships. The girls basketball team won the LL in 2008 and 2011; girls indoor track won the M in 2010; and boys basketball won the L title in 2012. In 1987, he was the CT Physical Education Teacher of the Year. In 1997, he was the recipient of the Physical Education Merit Award State of CT. In 2007, he won the Professional Honor Award State of CT. (top P.E. award for the state). From 1994 - present, he served as the CEU coordinator for the CT Association for Health, Physical Education Recreation and Dance.

Joseph (Jay) Cottone is retiring after 15 years as athletic director at Wethersfield H.S. and a teacher and supervisor of physical education for 35 years at the high school and college levels. He taught at Norwich University, Plymouth State College, University of Massachusetts and William Hall H.S. His coaching experience at Hall included nine years as head football coach, winning one CCC West championship, and head boys track coach for six years, winning one CCC West championship. In 1989-90, he was the Special Olympics Regional head coach, Amherst, MA. At Norwich University, he was assistant football coach and head track coach for four years. At Plymouth State College, he was head football coach for five years achieving a 46-7 record and was undefeated in 1984. He had three ECAC post-season playoff berths, five NECF championships and one national championship playoff round. He was also the NEFC Coach of the Year in 1981 and 1982. In 1984, he was New England Division III Coach of the Year and was inducted into

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CAAD ANNUAL MEETING WELCOMES GUIDANCE COUNSELORS

By Fred Balsamo, CMAA
CAAD Executive Director



Paul Rorvig explains the new changes to the NCAA eligibility rules.

On May 23, 2012, the Connecticut Association of Athletic Directors hosted an NCAA Eligibility Workshop in conjunction with the association's annual meeting. CAAD extended an invitation to each member school's guidance counselor(s). More than 180 athletic directors and guidance counselors attended to hear a presentation from Paul Rorvig, who is the assistant director of the high school division at the NCAA in Indianapolis. Mr. Rorvig reviewed the college eligibility process and then discussed the changes that will affect the incoming freshman class when it graduates in 2016.

The major changes will be for those students who wish to attend and compete in athletics at a Division I university. The minimum required grade point average (GPA) for those students will be raised from 2.0 to 2.3. Another change, the one that caused the most concerns, is that a student will be required to complete ten core courses within the first six semesters and the grades for those courses become "locked in" at the seventh semester so that they cannot be retaken for grade improvement. Mr. Rorvig fielded many questions from the audience and provided thorough and thoughtful answers. Participants left with a clear understanding of the new changes. For more information on the changes, visit www.eligibilitycenter.org.

... more caad news

2012-13 CAAD BOARD OF CONTROL**OFFICERS**

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ECC	Kevin Burke	Bacon Academy

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District #4	David Dennehy (2014)	St. Paul High School

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CIAC/ NIAAA	Paul Mengold, CAA	Amity Regional, Woodbridge
Newsletter	John Krot 2009	Killingly High School
Officials	Paula Fitzgerald, CAA	Westbrook
Retired AD's	Edward Tyburski	
Season Limitations	Chip Dorwin	
Sports Consultants	Barbara Startup, CAA	
CHSCA Liasion	Len Corto	New Britain Public Schools

CAAD MEETING DATES 2012-13

Date	Event	Location	Time
Aug. 21	Board of Control	Chucks(Rocky Hill)	5:00pm
Sept. 5	Board of Control	CIAC Office	12:00pm
Oct. 3	General Meeting	Marriott Rocky Hill	8:30am
Nov. 7	Board of Control	CIAC Office	12:00pm
Dec. 14-18	National Conference	San Antonio, Tx	
Jan. 9	Board of Control	CIAC Office	12:00pm
Mar. 6	Board of Control	Marriott Rocky Hill	12:00pm
Mar. 20	NIAAA LTC's	Marriott Rocky Hill	3:00pm
Mar. 21-22	CAAD Conference	Marriott Rocky Hill	8:00am
April 24	Board of Control	CIAC Office	12:00pm
May 15	General Meeting	Marriott Rocky Hill	8:00am

Retired ADs, continued from page 22
the Plymouth State Athletic Hall of Fame. He was also inducted into the Norwich University Hall of Fame. He spent one year at the University of Massachusetts as assistant football coach of quarterbacks. Other awards include: West Hartford Outstanding Achievement Award in Athletics, 1997; Walter Murphy Coaches Award-Plymouth State College, 1997; Youth Education Award Capital Area Sub-stance Abuse Council, 2000; and CAAD Merit Award for Service, 2012. Jay served on the CAAD executive board as secretary, 2010 - 2012.

Cookson, continued from page 15
Prior to joining the Landmark Conference, Cookson spent five years (Fall 2002 - Spring 2007) as the Sports Information Director at Juniata College in Huntingdon, Pennsylvania where he promoted and managed the information service for 19 varsity sports at the NCAA Division III school.

A native of Vermont, Cookson served as a student Sports Information Assistant at Emory University in Atlanta, Georgia before graduating in May, 2002 with a Bachelor of Arts in Political Science. While at Emory he also served as radio announcer and producer for Teamline Sports Services in Atlanta, broadcasting baseball, basketball and soccer games.

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Joseph Tonelli.....Director of Officials

THE BULLETIN

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